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ABSTRACT

This issue of "Forum," a journal designed to provide a marketplace of ideas for California community college faculty, contains six articles on current educational concerns. The first article, "Model Curriculum Committee: Santa Monica College," by Randal Lawson and Darroch Young, discusses the process of curriculum development at Santa Monica College and the role of the curriculum committee within the process. "Burnout among College Faculty," by Sunny Bradford, focuses on the causes of burnout among community college faculty, and proffers several recommendations for reducing or ameliorating the occurrence of burnout. In "Funding Community Colleges: A Faculty Perspective," Larry Toy looks at such key financial issues as state funding vs. local control, average daily attendance and the ".911 absence penalty," full-time/part-time faculty, student/faculty ratio, and programs and standards. "The Intersegmental Committee of the Academic Senates: What Is It? Why Is It? What Does It Do?," by Marjorie Caserio, is followed by "A Doctorate for Teachers," in which Leon Baradat offers a proposal for a new doctorate to satisfy the professional development needs of community college teachers. Finally, John McFarland offers reviews of "In the Words of the Faculty," by E. Seidman; and "The Clash of Cultures: Managers and Professionals," by J. A. Raelin. (EJV)

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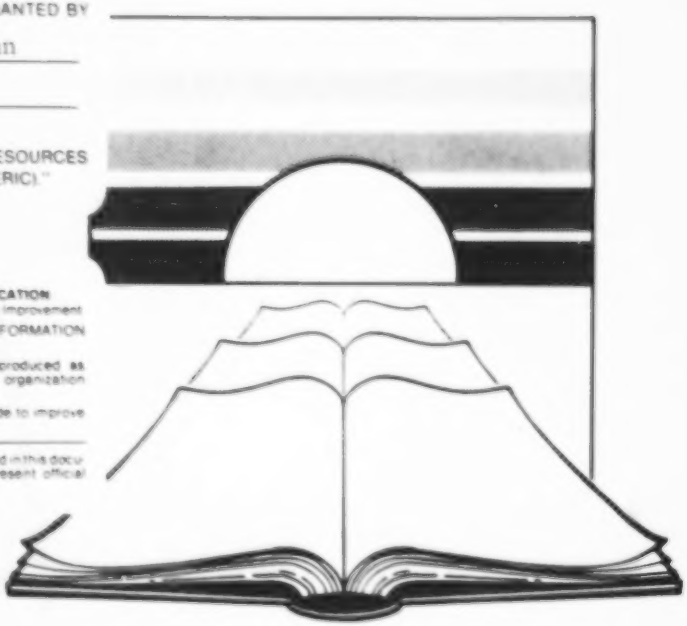

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THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

Volume IV Summer 1987

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Issues In California Community Colleges

FORUM

A Publication of
THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

Volume IV 3 Summer 1987

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Editor's Page

The *Forum*, the Academic Senate scholarly journal, was first published in the spring of 1981 and presented again in 1982 and 1986 as a means to provide community college faculty and others a place to express their views.

This volume reflects a range of interests, from concern for a special doctorate for community college faculty to a history of the Intersegmental Committee of the Academic Senates.

Sunny Bradford, who teaches at East Los Angeles College, researches the causes of burnout among community college faculty and proffers several recommendations for reducing or ameliorating the occurrence of burnout.

Randal Lawson and Darroch Young, both of Santa Monica College, describe a model curriculum committee and discuss the operation of the Santa Monica Curriculum Committee, which is a committee of the local academic senate and is chaired by a faculty member.

Larry Toy, who recently co-chaired the Task Force on Finance, established under AB 3409 (Hayden), argues the necessity for faculty members to better understand the finance mechanism and presents the elements of the task force recommendations.

Former Academic Senate President Leon Baradat presents the case for a special doctorate for community college faculty. Recognizing that current research-oriented degrees do not clearly relate to the needs of the classroom instructor, Baradat outlines the nature of the proposed new degree.

Marjorie Caserio provides a history of the Intersegmental Committee of the Academic Senates. A past chair of the committee, Caserio is a Professor of Chemistry at UC Irvine.

John McFarland, long active in FACCC, an organization for which he regularly writes legislative analyses, reviews two books concerning the nature of the professional and discusses professionalism as it relates to the world of academe.

All of these works provide new perspectives and explore concerns pertinent to the community college faculty member.

—Karen Sue Grosz, Editor
Santa Monica College

A MODEL CURRICULUM COMMITTEE SANTA MONICA COLLEGE

By Randal Lawson (Santa Monica) and Darroch Young (Santa Monica)

Randal Lawson, recently named chair of the Music Department at Santa Monica College, has chaired the Curriculum Committee this past year and is currently senate president-elect and a member of the state Academic Senate Educational Policies Committee.

Darroch Young, Assistant Superintendent, Instruction, has served as chair of the Business Department and dean of the Business, Cosmetology, and Health Occupations division of Santa Monica College.

The recent changes in the Title V sections for course standards have brought new attention to an old institution at all community colleges—the Curriculum Committee. The apparent controversy and consternation arising from these changes primarily focus on the prescribed process for the establishment of the committee and the committee's legally bestowed powers. The controversy has been met with some bemusement at Santa Monica College because the colleg has operated successfully within the new guidelines for at least the last 20 years.

The success of the college's curriculum committee is due to one simple relationship—a feeling of collegiality between faculty and administration on curriculum issues. Fortunately, both faculty and administration realize that they share a common interest and goal when it comes to curriculum. That is not to say that controversial issues never arise. Rather, it is to say that in controversy the differences are philosophical in nature and not related to an individual's employment status at the college. This is probably best demonstrated by the fact that in the last 20 years there has never been a voting bloc on an issue. Instead, there have been administrators and faculty members on both sides of issues.

Too often in administrative-faculty disputes over curriculum or other concerns, the problem and the symptom are confused. If the right environment exists between faculty and administrators, virtually any process will be successful. If the right environment does not exist, a mandatory process for decision-making will not cure it. The success of our curriculum process is really a function of the working relationship between faculty members and administrators at Santa Monica College. It is a relationship of respect and trust. Faculty members seek the opinion of administrators on curriculum issues, and administrators seek faculty opinion. Obviously, all of these perspectives and interchanges are necessary to optimize the decision-making process.

Santa Monica College is no utopia, but the area of curriculum decision-making is one in which the college has experienced some success. As a result, many people have inquired

required before class instruction may begin.

The Curriculum Committee chair then presents the course proposal to the Academic Senate for discussion and a vote. The vote of the Curriculum Committee on each proposed course is made known to the Senate. The Academic Senate President then advises the college Superintendent/President of its decision. Having been advised by the Senate, the Superintendent/President recommends the course to the Board of Trustees for final approval. The Assistant Superintendent, Education, is responsible for the notification to the Chancellor's office and the updating of the college catalog.

For special circumstances in which time does not allow for a course to follow the normal process, there is a provision for offering courses on a one-time-only basis. This can be done with the approval of the Division Dean and the Assistant Superintendent, Education. It is required that the course be a maximum of three units and that further offerings of the same course follow normal Curriculum Committee procedures. These courses may not be transferable or satisfy general education requirements, although subsequent approval through Curriculum Committee procedures for transfer credit or for satisfaction of general education requirements is retroactive to the first offering of the course.

The implementation of the recent Title V revisions has been an added responsibility of the Curriculum Committee this year. The committee decided that the responsibility for determining whether courses meet the new criteria should rest primarily with the departments and the individual faculty members who teach the courses, so three sets of criteria checklist sheets (for AA-applicable credit courses, non-AA-applicable credit courses, and non-credit courses) have been distributed to individual departments. The departments must determine whether the criteria are being met for each course and make recommendations to the Curriculum Committee for requisites and entrance skills requirements in English and Math (when particular English and Math levels are deemed necessary for success in courses). If any criterion is judged by the department not to be met, a plan for meeting the criterion or a request for a change of course status must be submitted to the Curriculum Committee. Curriculum Committee approval will be necessary for all significant changes in courses brought by the Title V Course Review, particularly changes in prerequisites, co-requisites, and entrance skills. The committee will examine departmental recommendations regarding English and Math skills levels and make the final decisions in those matters in order to achieve campus-wide uniformity of requirements.

An interesting by-product of the Title V Course Review is a new process initiated by the Academic Senate for the review of Community Services courses. The Academic Senate's position is that since the general public does not clearly see the separation between Community Services courses and the regular college curriculum, the faculty must take responsibility for all courses taught at the college, regardless of classification. All new Community Services courses will now require the approval of closely related departments

about our process. Even though our tendency is to recommend focusing on the aforementioned ideas, here is a brief description of our decision-making proess in matters of curriculum.

A joint standing committee of the Academic Senate, the Santa Monica College Curriculum Committee is composed of 11 faculty members and five administrators. The faculty members are elected directly by divisions for staggered three-year terms. The administrators are appointed by the Superintendent/President. Two (the Assistant Superintendent, Education and the Dean of Curriculum) are specified by position, and two must be ranked dean or below. The committee is chaired by a faculty member appointed by the Academic Senate President. The Dean of Curriculum serves as secretary of the committee, and her staff provides clerical assistance. A quorum consists of six faculty members and three administrators. Meetings are open to all interested faculty, administrators, and students. Only committee members may vote, but guests may participate in the discussions with the permission of the committee chair. The Curriculum Committee is responsible for the establishment, modification, discontinuance, and review of all instructional courses and programs.

Approval of new courses begins at the departmental level with a faculty member completing course proposal forms and presenting the course to the department for discussion and a vote. The "Course Approval and Data Sheet" and "Form for Course Outline" include such information as the course name and number, units and weekly teacher hours, prerequisites, a catalog of description, list of texts and references, course objectives, methods of presentation, a week-by-week course outline, and methods of evaluation. The course proposal must be reviewed by each regular (active) member of the department, and the departmental vote (a majority required for approval) must be recorded on the proposal.

Course proposals with departmental approval are then forwarded to the Assistant Superintendent, Education, via the Division Dean and the Dean of Curriculum. The administration is responsible for the preparation of the proposal as an agenda item for the Curriculum Committee. Recommendations initiated by the department regarding the course number and title, transferability, unit value, hours of instruction, and use in general education patterns or majors are added to the forms, which are then filed with the Curriculum Committee chair.

The department chair or a department representative must attend the Curriculum Committee meeting where the course proposal is to be considered in order to present the course to the committee and respond to questions of committee members. The proposal is then discussed and voted on by the committee. The faculty members on the committee make recommendations regarding the course to the Academic Senate. Administrative committee members report to the Superintendent/President. A course approved by the Curriculum Committee may be placed in the printed Schedule of Classes, but the approval of the Academic Senate and the Superintendent/President is

before they can be offered. This approval process takes the form of a consent agenda in which the courses are distributed to individual departments and, if no objections are raised within 10 school days, the courses are automatically approved. In order to initiate the new process, the Curriculum Committee chair and the Director of Community Services distributed all current Community Services course offerings to departments in the same manner, but with a month's allowance for responses.

Although the committee structure and curriculum processes described above are good working models, true success depends upon mutual respect between the faculty and administration and their joint dedication to high standards in matters of curriculum. An administration and faculty with mutual professional respect, a faculty which takes its responsibility seriously, and the willingness of both to work together in a cooperative manner from a course's inception to its final approval have insured the integrity of the curriculum at Santa Monica College.

BURNOUT AMONG COLLEGE FACULTY

By Sunny Bradford (East Los Angeles)

Sunny Bradford has taught at Los Angeles City College and now teaches at East Los Angeles College. This report represents the substance of her Ph.D. dissertation, which involved research into the nature and causes of burnout among community college faculty.

The purpose of this research project was to explain the nature, causes, and consequences of professional burnout as it occurred within the larger context of individuals' community college teaching careers.

Specifically, this study set out to answer several basic research questions. How widespread is self-reported occupational burnout among the faculty of two community college campuses? What types of subjective career orientations and objective career experiences characterize the pre-burnout career years? What are the major antecedents of occupational burnout and how do they function singly or together to contribute to this negative career experience? What is the subjective nature of the burnout experience as described by community college educators? While burned out, how do educators function, both attitudinally and behaviorally, in their occupational roles? What coping mechanisms are used by instructors who are beset by occupational burnout? Which, if any, of these coping mechanisms contribute to recovery? And what types of work orientations and behaviors characterize the post-burnout career phase?

The study attempted to gain answers to these questions through two major sources of data collected in Fall 1984: (a) surveys of all full-time faculty on two urban community college campuses in the greater Los Angeles area, and (b) intensive interviews with selected instructors from both campuses who reported themselves as either currently or formerly burned out in their community college teaching careers.

All together, 342 instructors comprised the survey sample: 130 on one campus, and 212 on the other. However, the primary source of data came from 35 individuals, 15 of them teachers from the smaller campus and 20 from the larger (called Westside and Eastside Colleges in this report), who participated in 70 intensive interviews.

In the combined sample of 342 instructors, 80 percent fell between the ages of 36 and 60. About 64 percent were males and 36 percent were females. The length of community college teaching experience ranged from ½ year to 37 years. The median length of teaching time was 14 years.

The pervasiveness of reported burnout is evidenced by the fact that 204 of these educators, nearly 60 percent, indicated that they had experienced occupational burnout at least once during their community college teaching careers. At Westside College, the burnout figure was con-

siderably lower (49 percent) than at Eastside (66 percent). The difference is not surprising, given the major financial and administrative crisis that had recently taken place at Eastside.

In terms of current burnout, over 1/5 (22.8 percent) of the respondents indicated that they were presently in the midst of a burnout experience.

Of the 35 faculty members who participated in the intensive interviews, there was an age range from 28 to 65, with a median age of 41. Eighteen of the participants were male, 17 female, and the 35 instructors had a median teaching time of 11 years at the community college level. About half (17) of the group had prior teaching experience in other educational settings. Of these instructors, 21 identified themselves as currently burned out, while 14 reported a past burnout experience.

Pre-Burnout Process

The choice of a community college teaching career was the initial subjective process in the career histories of the 35 individuals studied. A majority (30) came to community college instruction from other teaching and non-teaching occupations. Some of them had known that they wanted a college teaching career, but were sidetracked into other careers temporarily, particularly secondary school teaching.

Reasons for entering the profession varied, but for nearly all of these educators, the career choice represented the matching of some relevant aspect of their self-identities with an occupation believed to fulfill many of their needs.

These educators discovered that, while some of these needs would be met through community college teaching, others would not. In addition, as years passed, some discovered other work-related needs which they had not identified or felt during the initial career selection process. Nonetheless, Donald Super's contention (1957) that career selection represents an individual's attempt to implement a self-concept via entered an occupation which one believes will permit self-expression was fundamentally born out by this study.

Coping Strategies

One common method of coping involved changing the approach to the job, either by lessening the personal investment in the job or by lowering expectations of students and self. Sometimes the change took the form of changed role behavior such as searching out new campus activities or withdrawing from most activities. And, of course, another method of coping was through seeking a sabbatical or giving up a specific work role. While struggling with their frustration, most of the participants attempted to change their circumstances in an attempt to overcome the drift toward apathy.

For most of the participants, recovery was stimulated not by specific changes in themselves, but by changes in their work experience. Such changes included the opportunity to experience success in a different work environment, take a hiatus from the job, or get involved in appealing, hitherto unknown challenges within the work environment.

These changes merely set the stage for recovery, a process which took anywhere from many months to several years. This finding reinforces the point made by other researchers that changes in the individual's work environment or exposure to stress are more important in combating occupational burnout than is improvement in the individual's personal ability to cope with stress or changes in the individual's approach to the job.

Post-Burnout

Although we might expect that recovery from burnout would mean that the success cycle which characterized the pre-burnout years was reactivated, this was not necessarily true for the 14 participants who had recovered from their burnout. For most of them, some components of the career success cycle returned to normal, such as career subidentity and commitment, but others, such as organizational commitment or new goal setting were not restored. The post-burnout career process varied from individual to individual.

However, virtually all of the individuals felt that burnout had been a learning experience, albeit a painful one. They cited various benefits, including improved interpersonal skills, clarification and reprioritization of work and personal values, and greater resistance to future episodes of burnout, among other things.

Recommendations

Occupational burnout among community college instructors is a largely unacknowledged career development problem which can be mitigated via changes in administrative and educational practices. The findings of this study suggest several recommendations for preventing or ameliorating burnout:

1. Establishment of a meaningful non-monetary reward structure for educators.
2. Development of a realistic career ladder which includes varied opportunities for professional growth.
3. Training in management skills for department chairs, deans, and other individuals who occupy supervisory roles.
4. In-service programs for new and veteran instructors concerning career development, occupational burnout, stress management, and self-assessment.
5. Increased flexibility of institutional rules and faculty roles in ways that might counteract burnout.
6. Establishment of mandatory placement and counseling services for all entering community college students.
7. Improvement in the funding formula by which California community colleges are financed.

FUNDING CALIFORNIA COMMUNITY COLLEGES
A Faculty Perspective

By Larry Toy (Chabot)

Larry Toy, professor of physics at Chabot College, co-chaired the AB 3409 Task Force on Finance with Tom Van Groningen, Chancellor of the Yosemite CC District. He will serve as president of FACCC this coming year.

Introduction

For most of us, Community College finance is a subject we would rather know as little about as possible so long as funds are adequate. But in the recent past, we have all been severely affected by their dearth. We think of community college finance in terms of salaries and fringe benefits. But it also means classes that are too large to teach well, or whether some smaller classes such as second-year majors' courses are even offered. It means having faculty who are paid at the poverty level, who do not and cannot see students outside of class or who cannot participate in curriculum development or text selection. It means classrooms and buildings lacking proper maintenance, libraries without new books or periodicals, and students unable to benefit from trained librarians or counselors. It means insufficient resources for course materials and supplies, and administrators who cannot concentrate on long-term planning or who cannot work with faculty on curriculum changes because of preoccupation with enrollment.

These issues are at the heart of our profession, and whether we are able to perform to the best of our abilities depends upon funding levels. So an understanding of community college finance is probably in the best interest of us all. The subject is complex and encompasses many of the most fundamental issues of community colleges today. I will attempt to explain several of these important issues in the context of finance. These issues often pit opposing views against each other and are central to the inherent conflict that has marked the colleges over the years. They include the basic nature of the colleges, embodied in *state funding vs. local control*. Community colleges, as part of the higher education system of California, are funded along K-12 lines with *Average Daily Attendance (ADA) and the .911 absence penalty*. The very nature of our interaction with students is challenged when we look at the use of *full-time as opposed to part-time faculty*. Our ability to transfer students and to offer comprehensive programs comes to light in the *ratio of students to faculty*, and our long-term future may well be shaped by the way we fund proposed *programs and standards*. Finally, I will try my hand at prognostication, as Vice-Chair of the Chancellor's Task Force on Finance, examining the *possibilities and probabilities* for the future.

ADA vs. FTE

The links we have to our origins in K-12 are exemplified by our use of ADA or Average Daily Attendance to count our students. This is the method of K-12, as opposed to the rest of higher education, which uses Full-Time Equivalent Students (FTES). There may not be an obvious difference between these, but the difference is real. For example, the CSU and UC systems are funded by the number of students who enroll, a count taken on the last day to drop without penalty. There is an implicit recognition that the size of the course at that time creates the workload and staffing needs of the course. In our use of ADA, we calculate the size of the class as the average between first and second census, well into the course, and are paid on that basis, even though we have staffed the course to reflect its initial enrollment. This is not a trivial matter, since many students withdraw from a class during the term. The state would like us to anticipate this and admit extra students to compensate for the withdrawals. It is not an easy task to explain that we do not know beforehand whether a particular class will experience a given rate of withdrawal, that we cannot fit more students in a class than the room will hold. We cannot assign more students to a laboratory than there are lab stations and hope that the students who cannot participate in the labs are the ones who will withdraw (although this may be the unintended result). We also serve a population of students who are of higher academic risk, lower economic status, and more heavily part-time than those at the UC or CSU, all of which tend to make our withdrawal rate higher than theirs.

The Myth of .911

What is .911 and why do we care? The absence factor or .911 is a remnant of our origins as part of K-12, and is currently used by the state to say that they are giving us more money than they actually are. After we count the students in our classes at first and second census, we multiply by .911 before reporting the number of students (actually Weekly Student Contact Hours or WSCH). It literally means that the state assumes that 9 percent of our students are absent from class on any given day, and the state will not pay for those students. The 9 percent comes from an old study of the absence rate in K-12, but is based on the idea that only students who attend class create work. Clearly this is absurd, and furthermore, its origins in K-12 are clouded by the fact that K-12 does not have such a factor. Thus, the .911 factor is an artifical reduction in the number of students for which the state will pay the colleges. The cost to us for this subterfuge is about $160 million dollars per year, or over $240 per student.

Funding Vs. Control

Central to the problem of community colleges is the inherent conflict between the state funding an entity over which it has no legal control. The name "Community Colleges" speaks to its origin, a local decision by the voters in a community to have an institution of higher

education of their own creation. Decisions about course offerings, budgets, salaries, tax rates, and other matters, were local decisions, made by locally elected lay boards answerable to their constituents, the members of the local community. For most, the community college was a source of pride and local interest. Proposition 13 changed all of that. Perhaps the greatest unforeseen consequence of Howard Jarvis's tax revolt of 1978 was the fundamental dismantling of the essential nature of the community college. With the full impact disguised by the initial multi-billion dollar state surplus, the community college became anachronistic, still wanting to be responsive to local needs, yet funded by a state government unwilling to be controlled by priorities established by the local governing boards. As important in understanding the state's attitude toward the colleges is that the state has no pride of paternity (or maternity) for these orphaned children. Its responsibilities to the UC and CSU were established almost from birth, and the constitutional requirement of state funding of K-12 with its constitutional elected officer at the state level, the Superintendent of Public Instruction, also speaks to the state's obligation for funding those systems. But the community colleges were the product of local decision-making, and now that power is dead. We are the orphans, or, at best, the step-children of education in California.

Part-Time Faculty

In 1984-85, only 62 percent of all courses taught in the colleges were taught by full-time faculty as part of their regular load. Another 7 percent was full-time faculty overload, and the remaining 31 percent was taught by part-time hourly faculty. The average wage of an hourly faculty member, paid for a full load at hourly pay, would be $13,900 per year, without fringe benefits (based on the average of 16.4 hours per week, or 34 percent of the average full-time salary in 1984-85).

In no other segment of public education, from K-12 to the CSU and UC does this occur. All other segments of public education, in fact all other employees of the community colleges as well, are funded and paid on the basis of full-time salaries. In almost all cases, part-timers have no offices, no paid office hours, and no participation in text selection, curriculum development, or other faculty functions. Yet they teach one of every three courses taught at community colleges. During a student's time at a community college, part-time faculty will teach 7 of the student's 20 courses, 7 courses during which the student cannot meet the instructor for help outside of class, 7 courses in which the instructor has little or no say about the course content or text selection.

Some have argued that part-time faculty are adequately compensated. If so, why the necessity to use the "eminence" credential with such frequency when hiring part-timers, while its use for full-time faculty is almost non-existent? In industry we hear of "free markets" and are told to emulate them. In the colleges, the salaries remain unchanged and qualifications are lowered until the shortage is filled. If the shortage still remains, then the class is cancelled.

The use of hourly faculty in California, the second highest in the nation, has allowed us to lower our ratio to 30 to 1.

If we could lower this ratio, what would this mean? First, it does not mean that every class or even most classes would be smaller. The ratio of students to faculty is an average measurement; it measures large and small classes, lectures and laboratories, and small second-year and specialized classes. What a reduced student to faculty ratio provides is the opportunity to offer a richer mixture of smaller classes. For all the talk about very large classes for the UC and CSU students, especially in lower division courses, that smaller student to faculty ratio allows those systems to offer small upper division and graduate courses as well as small discussion sections and many small courses that lower division students also take. For the community colleges, the student to faculty ratio has meant that only large and medium sized classes are offered. Classes with low enrollments are routinely cancelled and with them the opportunity to have many viable transfer majors and other less popular programs which are routinely offered at the CSU and UC.

Some part-timers teach for the prestige or out of self-satisfaction, and are otherwise employed full-time. Therefore, it is argued that they do not need to be paid as well for their services. To me this sounds very much like the rationalization of 20 or more years ago when women who taught elementary school did not need to be paid well because they were working for "pin money." If the banker or lawyer who teaches part-time wants to donate his or her services, almost every community college has a foundation that would gladly accept the contribution. But we should not pay all part-time faculty a substandard wage because of a few who do not need adequate compensation.

There are really two issues here. First is the added compensation necessary for the services which part-timers should provide and which students need, and second is the overall compensation level, which is totally inadequate to attract the quality of part-timers necessary to provide the education that all our students deserve.

Student/Faculty Ratio

Although it is easy to compute the ratio of students to faculty, it is a much more difficult question to understand its meaning. For the colleges, the ratio in 1984-85 was 30 to 1 for credit classes, and 43 to 1 for non-credit. This was the highest in the nation for community colleges, and about 50 percent higher than that for the CSU lower division. In California, K-12 has a ratio of 23 to 1 (the highest in the nation), and the UC is funded for a ratio of 16 to 1.

Furthermore, even the ratio of 30 to 1 is deceptive because 38 percent of the faculty positions at community colleges are paid at the hourly rate, which is one-third of the full-time average salary. If all faculty positions were paid at the full-time average, then we would only have enough revenue to have a ratio of 38 to 1!

Programs and Standards

To try to solve many of the problems in the colleges, the Task Force on Finance has proposed a program-based funding model to replace the current ADA system. Central to its operation is the division of the college budget into five programs: instruction, instructional services and libraries, student services, maintenance and operation, and institutional services. Each program has a separate workload measure. For example, instruction is measured by the number of full-time equivalent students (FTES), while student services is measured by student headcount, and maintenance and operation is measured by square footage. Revenues come to the district on the basis of the size of each college determined by these workloads.

To determine the amount of funding in each program category, a standard is set as a long-range goal. These standards represent what is necessary to maintain a specified level of service. For example, the instructional standard is a student to faculty ratio of 25 to 1, the same as the CSU lower division ratio adjusted upward by 25 percent to allow for the 25 percent higher teaching loads of community college faculty. Maintenance and operations and institutional services also are based on CSU levels, while instructional services and libraries are based on community college standards of the American Library Association. Student Services will include matriculation services in its standard.

In general, the standards chosen stated in terms of personnel and equipment necessary to provide a level of service and not in terms of dollars. Thus, as inflation occurs, the standards do not change, although the cost of maintaining them does. The standards thus provide a tangible measure of the level of support provided the colleges. The job we do then can be directly compared to other segments of higher education, not only in absolute terms, but in comparison to the level of support provided.

Possibilities and Probabilities

The Task Force on Finance has recommended a new finance mechanism for the community colleges. It attempts to create a system that more closely resembles the other segments of higher education and, more importantly, measures more accurately the costs of the services we do and should provide. In addition to the introduction of program categories and standards discussed above, we propose a method to work toward these standards over the long term. We also propose changing the way we determine the number of students we serve, decreasing the use of part-time faculty, and dealing with many other issues.

Our most important proposal is to work toward fully funding the standards in the long run. It will take a major commitment from the state for the resources necessary to accomplish this goal. Community colleges did not become underfunded overnight, and they will not return to a healthy state immediately. It will take a resource and time commit-

ment equal to that of the previous neglect to bring us to the level of support we deserve. The mechanism we propose will only do this if it is supported.

We also propose to use FTES instead of ADA, with one full-time student counted for every 15 contact hours per week, as in the CSU. We also recommend counting students on the first census as a more realistic measure of workload.

We propose specific funding to increase the minimum percentage of full-time faculty to 75 percent for each district. This would be done on an incentive basis, with funds given only to districts as they meet specific goals.

We also propose important changes in the areas of equalization, growth and decline, and the determination of cost of living adjustment.

Although I cannot predict the future, I will hazard some speculations. First, we will have a new finance mechanism which is more responsive than our current system and that is based on the Task Force proposal. Second, the state will fund a lower student to faculty ratio and an increase in the number of full-time faculty. Third, the changes will come slowly, with many stops and starts, most not a result of what we do, but as a result of the politics and personalities of the moment.

We must not be caught in a "quick fix" trap. Community colleges have been "down" so long, that any other direction looks like "up." Short term solutions, attractive as they might be, are almost all temporary. The problems of the colleges are the result of long-term neglect, and their revival will take patience, commitment, and the long view.

THE INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES
What Is It? Why Is It? What Does It Do?

By Marjorie Caserio, UC Irvine

Marjorie Caserio, Professor of Chemistry at UC Irvine, served as Chair of the Intersegmental Committee of the Academic Senates in 1985-86, when she chaired the UC Senate. This history was prompted by her desire to give more precise responses to individuals who questioned her about the background and structure of the Intersegmental Committee.

Background

The "Intersegmental Committee of the Academic Senates" is a group of Academic Senate leaders from each of the three segments of public higher education in California, CSU, UC, and CCC. It meets monthly for the purpose of jointly addressing matters of academic importance to all three segments. The work of this committee is of growing importance and is slowly achieving recognition as its purpose and function become more widely known.

The origin of the committee appears obscure, possibly because it is a voluntary organization having no official status. Meetings thus far have been informal, and there is little archival material such as minutes, agendas, or correspondence on file in Senate offices from which to derive information on the constitution and workings of the committee. However, it was formed recently enough that the founding members recall the circumstances without difficulty, and we are indebted to them for having provided, from memory, most of the background information here described.

Informal discussions on the need for better relationships between the three segments of public higher education began as early as 1978-79. The impetus for this was rooted in concerns about the transfer function, declining levels of academic preparation of high school graduates, and a common desire to preserve the quality of baccalaureate education. Other matters of mutual interest that brought the segments together included Proposition 13, Proposition 9, and legislation requiring a common course numbering system modeled on the Florida system (the Molina Bill).

Early discussions began mainly through the efforts of Norbert Bischof, President of the CCC Academic Senate, 1979-80, Karl Pister, Chair of the UC Academic Senate, 1979-80, and Robert Kully,

Chair of the CSU Academic Senate, 1979-80. Their efforts led to a meeting of the chairs of the three Academic Senates with key administrators from the segments with the objective of opening discussions on ways to upgrade standards of transfer programs and reduce the rate of student failure on transferring to four-year schools. A meeting of major significance was held at the community college headquarters in Sacramento in the summer of 1980, at which the decision was made for a group of senate members from each segment to meet regularly to address a variety of issues of mutual concern to faculty in the public segments of higher education, most notably the Master Plan, transfer issues, articulation, general education requirements, and educational quality. The need for the faculty to make a clear statement of standards for transfer programs was recognized at the outset.

By the Fall of 1980, the senate group began to meet regularly, and became known as the "Intersegmental Committee of the Academic Senate Representatives." The initial membership of the committee is unclear, but the senate chairs during this crucial year were Ben Aaron (UC), Robert Kully (CSU), and Tyra Duncan Hall (CCC). Additional members who subsequently played key roles in the committee's work included Lyman Heine (CSU), William Broen (UC), Phil Curtis (UC), and Henry Alder (UC).

The structure of the committee was determined by consensus. It was agreed that there would be five members from each of the three segments, including the chair and the vice-chair of each academic senate. There was strong sentiment that there should be no administrators on the committee. Meetings were held at various locations, and it was understood that the member from the host segment would chair the meeting. That is to say, the chair rotated from meeting to meeting according to where it was held. However, in 1984-85 it was decided that the chair should rotate among the segments annually rather than monthly. Initially, meetings were very informal, and no minutes were kept. The committee continues to operate on an informal and voluntary basis with no official statute or, for that matter, recognition from the various administrations. There is no permanent staff support or budget for this intersegmental activity other than expenses claimed by the individual members in connection with senate business. This presents a problem because the work of the committee is growing, both in terms of volume and importance; minutes are now routinely taken, and the need for staff support on a continuing basis is apparent.

Round Table Relationship

A letter dated October 20, 1980, from Ben Aaron (UC) to UC Presi-

dent David Saxon documents the founding of the intersegmental committee of faculty representatives from the three segments, recounts the hope that similar meetings could be held between the heads of the three segments, and expresses delight that the latter will happen under the auspices of the California Round Table on Educational Opportunity. Consistent with this, an information item in the UC Regents agenda of the May 14, 1981, meeting is a joint statement from President Saxon and Community College Chancellor Gerald Hayward pledging cooperative efforts through the Round Table to strengthen the transfer function. It would appear, then, that the intersegmental faculty group formed before the intersegmental administrative group.

The Round Table group was apparently formed in response to a UC task force report, the "Kissler Report," on retention and transfer which was sharply critical of tranfser programs and which elicited a thoughtful rebuttal prepared by Maryamber Villa (L.A. Valley) for the CCC Academic Senate.

Statements on Preparation

Initially, the focus of the intersegmental committee was on the transfer function. Bill Broen (UC) was invited to head a subcommittee to draft a statement on the distinction between baccalaureate-level courses (for credit) and remedial courses. There was strong sentiment among the four-year segments that the key to maintaining quality and upgrading the transfer function was to remove the possibility of a student receiving degree credit for courses that were deemed remedial in nature. An acceptable statement on this issue would, in the long run, materially assist the community colleges by signalling clear standards for baccalaureate education. It was natural, then, for the committee to wish to identify as far as possible what a student should know on entering college as a freshman. This led to the decision to prepare statements of competencies expected (according to faculty perceptions) of high school graduates entering college. The committee set highest priority on issues of greatest concern, namely, preparation in English and mathematics. Subsequently, the committee developed a draft statement on competencies in English and mathematics, invited critical review by the three Academic Senates, engaged in extensive consultation with other segments of education in California—including high school college teachers of English and mathematics and administrators and parents—and, finally, prepared a document for publication and dissemination.

The foregoing gives a little impression of the time, energy, effort, and dedication that went into the preparation of the English and math statements. The document that was

ultimately presented to the Round Table on June 24, 1982, and finally published in November, 1982, with both statements bound in the same volume, had gone through innumerable drafts along the way, and were not the same as the versions originally approved by the Senates. The most significant difference was the deletion from the printed version of the Committee's definition of *Remedial and Baccalaureate-level Coursework in English and Mathematics*. The committee was unable to convince the Round Table to retain this section. The section was seen as controversial, although the reasons for the controversy are not very clear. The best that can be said is that CSU wanted to establish a level of college-level work below which baccalaureate credit could not be given; David Saxon opposed this on the grounds that in the UC system it was the responsibility of the individual campuses to determine baccalaureate-level coursework and not the Intersegmental Committee of the Academic Senate Representatives--despite the fact that the statement had earlier been adopted by the three Academic Senates. The problem is still not resolved, and the Intersegmental Committee continues to address the problem of defining what constitutes a college-level course.

Those who were involved in this marathon production talk freely and enthusiastically of the cooperation and dedication of their faculty colleagues from each segment. The Intersegmental Committee, represented by Bill Broen (UC) and Lyman Heine (CSU), even made a joint presentation to the UC Board of Regents explaining why it was necessary for faculty to produce expectation statements of this kind.

The level of consultation was extraordinarily high, and in view of the number of organizations that had input, it is surprising that the statements survived such critical scrutiny. Although much of this effort is lost in history, there remains a sense that there were unforeseen difficulties for the faculty in preparing statements that were acceptable enough for the California Round Table to endorse for publication. The Round Table Staff, through the efforts of Alice Cox (UC), Steve Weiner

Other Activities

Statements are not the only issues of interest to the Intersegmental Committee. The Round Table may not have solved the transfer problem, but it has busied itself by attempting to alert eighth/ninth graders to high school and college expectations through a booklet titled *Futures*. The Intersegmental Committee asked to be given the opportunity to review the booklet. The review was profoundly unfavorable, and, as a result, the content of the booklet was substantially changed, but not as much as the Intersegmental Committee had hoped. The *Futures* booklet remains a product of the Round Table.

(UC), and Jack Smart (CSU), were supportive of the project and stressed the need to consult with K-12 and independent schools *before* final approval by the Senates. To quote the final paragraph of a letter dated 10/12/81 from Steve Weiner to members of the Intersegmental Committee,

> I believe that the document being developed by the Senates is of profound importance. To be effective, however, it must finally emerge as a statement enthusiastically supported by the Senates, K-12, the independent colleges, and the Round Table. Anything else will muffle the clear message that you wish to send.

The letter also expresses Weiner's concern that Senate "ownership" of the expectations document would reduce consultation with K-12 to pro forma status.

Disagreements were expressed by various K-12 groups that the statements were offensive—placing the blame on underpreparation on intermediate and secondary educators while ignoring the multifaceted nature of the problem. Aspects of the material were seen as intruding on a high school's responsibility for determining methods of instruction. Also, support by the Round Table staff and principals was not unqualified. Although the principals of the three segments were very supportive, the Superintendent of Public Instruction, Wilson Riles, did not respond favorably to faculty meddling with K-12 education. Not surprisingly, Riles wanted to shape the English and math statements to the perception of the Department of Education. But, it was mainly through the support of David Saxon, who stressed that the document represented *faculty* opinion and was therefore an *independent* point of view, that the Round Table principals (Dumke, Hayward, Saxon, Callan, Riles) finally accepted it. Thereafter, closer consultation ensued with the State Department of Education to resolve any differences and misunderstandings; offending statements to the K-12 sector were also removed or revised, and the revised statements were brought back to the Academic Senates for approval of the modifications. The players at this stage who must be credited with guiding the statements towards closure were Barbara Hinkley (CCC), Jack Bedell (CSU), Phil Curtis (UC), and Henry Alder (UC), with continuing support from Bill Broen (UC) and Lyman Heine (CSU).

Other Statements

In the course of all the attention given the English and math statements, the committee has not overlooked the need to prepare expectation statements in other areas. Early on it was agreed that statements should be written on preparation in Natural Science, Foreign Language, and Social Science. Special committees of faculty from each segment were appointed, and the work of all three committees has advanced at a steady pace over the last three years. The science statement, prepared by a

committee chaired by Steve Ruis (Skyline), is complete, having been reviewed and approved in concept by the three Academic Senates, The Round Table, and the Department of Education. The Foreign Language statement is in the final stages of review by the Academic Senates.

Recently, the committee made the decision to prepare a statement on the Visual and Performing Arts, and to take a second look at the English and math statements with a view to future revision. A major concern for the committee is to find an effective way of disseminating the statements. Experience with the initial English/math document has shown that it is not enough to simply send the publication to the schools. Seminars, workshops, and conferences are essential to the implementation of recommendations in the statements, and to curriculum development in general. One of the main objectives of the Intersegmental Committee is to find mechanisms and funding for the disseminatin of the statements and activities related thereto.

The foregoing illustrates that considerable effort has been and continues to be invested by many faculty from all three segments in a concerted effort to improve the preparation of students entering our colleges and universities. Every effort is made to consult with teachers and principals at the secondary schools, with representatives of the Department of Education, and with the California Round Table. The statements build on the recently published Model Curriculum Standards prepared by the Department of Education and hopefully will contribute to better precollege preparation of students and to their greater success in college.

Further Objectives

Important matters of mutual concern to the segments and therefore to the Intersegmental Committee include the ongoing review of the Master Plan for Higher Education; general education requirements and transfer core curricula; efforts to bring minorities into the mainstream of education and to foster their success; strengthening communication and cooperation between the segments of education, including K-12; criteria for upper versus lower division coursework, and so on. The Committee's record in its short history argues well for its effectiveness in intersegmental cooperation. It considers that it has a lot to offer, but the extent to which its full potential can be realized depends a great deal on whether the institutions that make up the segments are supportive of the cooperative efforts that many faculty have shown they are capable of.

A DOCTORATE FOR TEACHERS

By Leon Baradat (MiraCosta)

Leon Baradat teaches at MiraCosta College and serves as a trustee at Palomar College. A former state Academic Senate president, he has long been involved in Senate concerns. Here he argues for a special doctorate designed to meet the needs of community college faculty.

The growing need for staff development and for improving instruction—to say nothing about prodding by Jonnah Laroche, the faculty member on the State Board of Governors—moves me to resurrect an idea I developed and suggested to CSU in 1978. At the time, neither CSU nor perhaps the community college faculty was ready for the notion. But now, Jonnah persuades me, they may be more receptive.

Having taught community college for 16 years I have become convinced that none of the doctorates currently offered are really suited for most teachers of the survey level courses. Hence, I propose that a completely new doctorate be developed to satisfy the needs of community college teachers. The degree should have three basic components:

1) **Pedagogy:** Although the degree should be fundamentally subject matter oriented, it is designed for teachers and thus should include some pedgogical instruction. Such instruction should be limited to nine semester units and should include instruction in educational psychology, testing and measurements, and the history and philosophy of higher education (including the collegial model of governance).

2) **Subject matter:** The bulk of the degree should be taken up in the interdisciplinary study of courses in related disciplines. For example:

   a) **Social Science:** History, political science, economics, sociology, etc.
   b) **Science:** Physics, chemistry, biology, zoology, etc.
   c) **Humanities:** Drama, literature, art, music, etc.

   The emphasis on the study and the specific courses to be taken could be developed by the candidate and a faculty adviser from the discipline of concentration. Further, the program could be submitted for approval to a committee composed of members of the divisoion or school affected.

3) **Dissertation:** Although this degree should not focus on research as its primary goal, research is a vital component of any advanced degree. Thus, candidates should be required to research and write a dissertation. Hopefully, however, the dissertation will be interdisciplinary in nature.

Currently, there are four doctorates available:

1) Those which one can buy from local diploma mills. Hopefully, someone will do something about these bogus degrees soon. To his credit, accreditation leader John Petersen is publicly attacking some of these sham degrees.
2) **The Doctorate of Arts:** Offered in Colorado, Idaho and a small number of other states, this is basically a pedagogical degree. It is equivalent, at a higher level, to the masters in social science education, for example.
3) **The Ed.D.**: This degree is either devoted to the study of education itself, or, more often, it is designed to train people to become administrators at the elementary, high school and community college levels.
4) **The Ph.D.:** This is a research degree, focusing on a relatively narrow topic within a particular discipline.

Each of the last three degrees enjoys a legitimate place in our education system, but none of them address the specific needs of the majority of teachers in the state. Most of us are interested in our academic fields rather than in the often redundant and content-poor offerings of the D.A. Hence, this degree has been met with little enthusiasm. On the other hand, the vast majority of us wish to remain classroom teachers, so the Ed.D. offers little appeal.

Similarly, we are devoted to dealing with subject matter at the survey level. This approach demands that we be generalists within broad subject matter areas. We must not only teach politics, for example, but we must also show our students its relationship to history, economics, sociology, anthropology, and psychology. Hence, rather than learning more and more about less and less, which is the focus of a Ph.D., we need a degree which is subject matter oriented, but emphasizes breadth rather than depth. If I took a Ph.D., I might become the world's leading authority on the Locarno Treaty, but such profound knowledge is likely to be of little help to my students in the introductory course in American government.

One of the great ironies of our profession is that while teaching is among society's most important pursuits, its rewards are few. Teaching is not only poorly paid but it is also a dead-end job in which one must be content with intrinsic rewards such as student satisfaction and gratitude. There are, indeed, very few intrinsic rewards afforded by society to its teachers. The fact is that our profession offers no upward mobility. If we are to incresae our social status, we must leave the classroom and become administrators. If we are to enhance our professional position, we must take advanced degrees which relate only peripherally to our classroom duties.

Why should education deny to its teachers a degree of the highest repute which is designed to meet the needs of the classroom? Such a degree would also make a meaningful contribution to more general staff development concerns since its interdisciplinary instruction would qualify people to teach in several related fields.

Some colleagues with whom I have discussed this idea suggest that this diploma would probably be viewed as a second class degree. There is no doubt that such would be the case among some people. However, as long as the degree includes a dissertation and is offered by reputable institutions we should not allow such short sighted criticism to dissuade us from the desirability of such a goal. It would indeed be ironic if our concern for respectability caused us to forsake an advanced degree which contributed directly to our classrooms for a program which, although acceptable, lacked relevance to our profession.

As more and more calls go up for more and better educated teachers, demands which are reflected in a recent Carnegie Foundation study as well as in a report of the American Association of State Colleges and Universities, the wisdom of developing an advanced degree designed specifically for the community college classroom teacher becomes increasingly obvious. Hopefully, the CSU system will develop such a degree as part of its plans to offer doctoral programs in the future. This innovation would, in my view, make a contribution of consequence to education in California.

PROFESSIONALS AND THEIR WORK: Two Book Reviews

By John McFarland (Sierra)

John McFarland teaches history at Sierra College. He has been active in FACCC for many years, writing legislative opinions for the FACCC newsletter.

E. Seidman, *In the Words of the Faculty* (Josey-Bass, 1986)
J. A. Raelin, *The Clash of Cultures: Managers and Professionals* (Harvard Business School Press, 1986)

The world "professional" has lost its linguistic tidiness. Professionals in the late twentieth century are certainly better educated, but they lack their distinguishing mark of the past. No longer self-employed, they cannot control their work.

The books under review here address the confusions created by this loss of command. Earl Seidman's volume examines the demoralization this fact has wrought on community college instructors. Joseph Raelin advocates a general reempowerment of salaried professionals. Neither, however, seems to realize that the conditions necessary for a renewal of a professional ethos involve an irony: the individualism of the past must be replaced by collective action.

Seidman's volume is unexampled among titles published by Josey-Bass. It is a work sympathetic to CC faculty. Josey-Bass' authors have pioneered an educational school iconography, one in which the knavishness of instructors is held as much for dogma as the wit of education professors and the wisdom of college presidents.

Seidman stands by this traffic. The unbleached interviews he extracts from CC teachers open us to their sense of concern for their profession. Suddenly, they cease to be surly, doltish folk that populate the anecdotes of writers like John Roeche. Rather we hear, in frustreated detail, how difficult it is to teach properly when classes are too large and students are inadequately prepared.

Seldman finds, for instance, that CC instructors agree with the hotel mangement teacher who assigns his students term papers "in order to challenge them to think." Yet, class sizes have increased dramatically (30 percent nationwide over the last decade) and that places a high tariff on writing assignments. With regretful recognition that it lowers educational quality, overworked instructors turn to "machine-scored tests."

And what happens to academic standards when unprepared students flood the classrooms? Because most of Seidman's interviewees teach outside of California, they are victimized by faculty ranking—a system of titles borrowed from the university and arranged as rungs on career ladders. Instructors are "promoted" up the ladder until they reach that blissful state, "full professorhood."

Or rather, as Seidman discovers, some are promoted. Men get

preference over women, whites over minorities, academic people over vocational. No one praises the system as a spur to quality. All acknowledge ranking to be a function of politics. Strangely, Seidman reports these resentments without drawing the obvious conclusion: that ranking should be abolished.

This failing is probably traceable to the fact that Seidman himself holds academic rank in the University of Massachusetts. He also reveals a university bent in his solution to the problem of "burnout" in the CCs: kick-start instructors with research projects in their discipline. The notion that doing research invigorates teaching probably has some value, but one doubts it deserves the enthisiasm it raises among university types. Moreover, one can't help noting that, when university profs pursue their own research, it is to enhance their disciplines; when they advocate it for CC instructors, its value is presented as therapeutic.

And so, Seidman is better at depicting the problem than at solving it. Sometimes he writes the solutions as if he had forgotten the interviews. He urges, for instance, a return to "writing across the curriculum" but not with reduced class size. And, for all the respect he shows for CC instructors, the book presumes that it is up to managers to find answers to instructors' problems.

Joseph Raelin is clearly closer to the solution with his proposal for professional empowerment. Writing for the managers of salaried professionals, he explains the "clash of cultures" that emerges when business majors try to command research scientists, architects, accountants, lawyers and doctors.

People with letters after their names doubled as a percentage of the workforce since 1950, when only one in twelve had jobs that required advanced degrees. By 1995, one American in five will. But, while even in 1950 most professionals were self-employed, today 70 percent of doctors and lawyers and more than 80 percent of architects and accountants work for a firm or corporation.

In the past, former professors headed colleges and doctors administered hospitals. Recently, however, institutional management has slipped into the hands of people without professional experience. Many museum directors know little more about art than that it commonly comes in attractive frames. Quite a few hospital administrators have never practiced medicine. And some college managers are unable to tell a baccalaureate from a bacchanalia.

When confronted with the world of the professional, such managers can suffer from culture shock. Most business training presumes that one size fits all: a single model ("Z," for instance) is best for every institution. Thus, a successful bathhouse supervisor would need few additional skills in running a law firm. It is the principle behind Cosimo d'Medici's snidery, "A gentleman can be made with two yards of cloth."

Raelin's managers accept uncertainty as a norm. They are taught to resolve difficulties by seeking out the expedient. They settle comfortably into institutional politics, respect authority and enjoy its exercise.

This managerial ethos meets the culture of the professional head on. Professionals market an arcane skill, one secured by years of schooling and presumed not to be inter-

changeable with skills held in another profession. The authority of an unknowledgeable manager is therefore given little weight when he or she proposes a course of action.

The professional's culture emphasizes the best rather than the expedient way. An architect might be willing to hold a project beyond a deadline to get it right.

For the most difficult professionals Raelin reserves the word "cosmopolitans": people whose commitment is to their profession rather than to their employers. Cosmopolitanism is most virulent among the young, especially those just out of graduate school. Contemplating it can lead Raelin to sound momentarily as if he were writing for Josey-Bass: "Some professionals do little to dispel the fears that they cannot adjust to the real world."

As his presumption that managerial standards rather than professional ones are "real" suggests, Raelin has his biasis. In fact, his *Clash of Cultures* enters the lists of that newly popular genre, the managerial handbook. Perhaps due to the Harvard imprimatur, it lacks the gloppiness common to the type and is neither tiresomely anectodal nor earnestly hortatory. But still, it gives its genre away by its reliance on two sets of metaphors popular with managers, one military and the other theological.

Raelin insists that professionals should (as if they had a war to win) receive "operational rather than strategic autonomy." That is, professionals should be left to determine how a job is done, but managers alone understand (here, the theology) a firm's "higher-order needs."

Yet, Raelin seems more pleased with than sure about his metaphors. It makes sense that he would praise United Airlines for consulting its pilots before making an "operational" decision on which aircraft to buy. But why does he also approve their decision to let the same pilots help select routes for the airline? That latter is clearly a "strategic" matter.

And what are we to make of Raelin's admission that professional "participation" in a firm's policymaking is good management? Finally, of what solace is his theology when he writes, "Management holds no monopoly on good ideas?"

Indeed, we put the book down unconvinced that management ever has good ideas, only expedient ones. The clear (if unintended) message of Raelin's work for college teachers is that managerial values are unlikely to address instructional problems as satisfactorily as are those of teachers. We cannot be patient, then, with Seidman and assume that the crises he delineates in the CCs can be addressed by those outside of the classroom.

But that leaves us with a problem that neither author raises. How is a professional to be heard during the decision-making process? For instructors this difficulty remains as it was presented by Jacques Barzun 40 years ago: "If it came to a pitched battle, I am sure that the more compact executive troops, animated by a single purpose, perhaps being better fed and self-disciplined, could rout the more numerous but disorderly rabble that teaches."

A battalion can ignore a single voice, so the faculty must speak collectively. If overcrowded classrooms

are as "real" as the expedience of ADA, instructors can best say so through a Senate. It is a body ideally suited to the debate and clarification of issues as professionals see them. Conditions which make teaching so difficult that it cannot be done properly are a matter not for managerial benevolence but teacher activism. Neither book succeeds in rescuing the word "professional" for the age in which we teach.

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